**Task 1: Note – Taking**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Mrs. Terra Crain** | | **Grade: Fifth** | | | **Date(s)**: **2 days (60 minute periods)** |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during and after reading to deepen understanding?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher Only: document reader, favorite quote, preview the resource “**[**Cornell Note – Taking Method**](http://coe.jmu.edu/learningtoolbox/cornellnotes.html)**”**  **Teacher/Student: copy of selection** [***Many Trades Assist Rural Colonial Virginians***](http://www.history.org/Almanack/life/trades/traderural2.cfm)  **Student: paper, pencil** | | | | quote  text  paraphrase  summarize  purpose | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI 5.1; RF 5.4**  **I Can Statement(s):**  **-I can quote accurately from a text when explaining what the text says.**  **-I can read on – level text with purpose.**  **Instructional Plan:**  APK: Share the title of the selection with the students – *Many Trades Assist Rural Colonial Virginians*. Predict the genre (informational non – fiction). Brainstorm reasons why we would read this text. Review text features (Title, Subheadings, Bold Print, Paragraphs).  Model:  1. Explain to students that they are going to be reading this selection to take notes on it in preparation for their final project (the brochure).  2. Read aloud the different sub – titles of the selection and think aloud: “I will learn background information which will help me decide the importance of learning a trade in colonial times. Taking notes will help me recall the important details of this text instead of re-reading the entire selection.”  3. Read aloud the first two paragraphs (the introduction). Think aloud what you would write in your notes using “starter phrases”: “I would put…, I think I should write…,” and explain your reasoning – these details refer back to the title (see writing #3 & 4).  Shared:  4. Use a choral reading strategy to read aloud the next section *Life of a Rural Craftsman*.  5. Stop after each paragraph and illicit help from students how they would quote information from the text to put into our notes (see writing “shared section”).  Guided Practice: This part coincides with the guided writing part. As students are working with partners, monitor their progress as they practice fluency and comprehension. Encourage them to “think aloud by quoting from the text” BEFORE they write the notes on their template!  Independent: This part coincides with the independent writing part. Students will be responsible for reading independently two (or more) sections of the text and recording notes. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 5.8**  **I Can Statement(s): I can paraphrase information in notes.**  **Instructional Plan:**  APK: Ask students to discuss when and why they would have to quote from a text in their own words (i.e. taking notes, writing a report, writing a summary, answering questions on a test, etc.).  1. Share with students the definition of the word paraphrase: *Paraphrasing means putting what you have read into your own words. You paraphrase by reading something, thinking about what it means, and then restating it in your own words.*  2. Introduce the Cornell Note – Taking System by showing the template. Explain that you will be modeling how to take notes from text using this specific method. Share with students how they will notice that you will not be writing notes in complete sentences.  3. Read aloud the first paragraph of *Many Trades Assist Rural Colonial Virginians* and model how to write notes using the Cornell method (see reading #3). Ask for questions.  4. Read aloud the second paragraph of *Many Trades Assist Rural Colonial Virginians* and model how to continue your notes on the Cornell Template (see reading #3).  \*\*Students should be writing on their own paper what you write for the whole class.  Shared:  5. Read together the next section – *Life of the Rural Craftsman*(see reading).  6. Discuss with students what notes we would write from the first paragraph, the second paragraph and the third paragraph.  7. Add new notes to the template already started during the “modeled” portion.  \*\*Make sure students add to their own notes!  Guided Practice:  8. With a partner, read and take notes on the third section – *Rural Trades Involve Generalized Skills*.  9. Monitor and assist to determine if students are ready for independent practice. For those who are not, group them together and review the process using the fourth section *Specialized Artisans Lived in Towns.* Those students who are ready can do this section by themselves.  Independent:  The goal is for all students to read and take notes on at least two sections *(The Enslaved in Rural Trades; Colonial Williamsburg’s 21st Century Craftsmen)* by themselves. Some students may do the last three sections by themselves (see number 9).  \*\*Students will need their notes of the whole text for the next lesson on main idea and details. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study: Do this first!**  **Standards: L.4**  **I Can Statement(s): I can use context to determine the meaning of a multiple – meaning word.**  **Instructional Plan:**  APK: What is a multiple meaning word?  Modeled:  1. Share a favorite quote with your students by saying, “I’d like to share one of my favorite quotes from ….”  2. Write the word “quote” on the board and ask students to discuss with their partner what the word means.  3. Show students by using a transparency or a document reader the dictionary definition of the word “quote”. Point out that there are two parts – definitions for the *noun* quote, and definitions for the *verb* quote. Have students note that you have to think about how the word is used in the sentence before you can determine a meaning.  4. Refer back to your original sentence: “I’d like to share one of my favorite quotes from ….” Point out that in this case, quote is a *noun*. It is the *written sentence* that you are sharing with the students.  5. Model how you would change your sentence to use quote as a *verb*: “I’d like to *quote* from the following text….” Point out that now *quote* is what you are doing.  Shared:  6. Show the following two sentences using the word “text”:  a. I will text you the date of my first football game when I check my calendar.  b. Please send me a text when you find out the date of your first football game.  7. Discuss with students the meaning of *text* in sentence a (when text is used as a verb) and how the meaning changes in sentence b when *text* is used as a noun.  Guided Practice: With a partner, students will come up with more sentences using the words quote and text as nouns and verbs. If you feel that they are comfortable using *text* and *quote*, have them come up with other multiple meaning words and have them write sentences using the words as different parts of speech.  Independent Practice: Extend the guided practice activity, but students will do it by themselves instead of with a partner. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1a**  **I Can Statement(s): I can engage in discussions with diverse partners on grade 5 texts.**  **Instructional Plan:**  Although you are not directly teaching this standard during this lesson, observe as students are discussing with a partner to see if they are following previously taught concepts for this standard. Intervene as necessary. | | | | |
| **Closing/Summarizing Strategy** | Ticket out the door: Ask students to write three facts that they learned about Colonial Virginia by reading the selection and taking notes. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| -Word Study: Students can scan *Many Trades Assist Rural Colonial Virginians* and locate examples of multiple meaning words. They should determine the part of speech and meaning of the word based on the context it is used in the sentence. Students will complete a modified Frayer model (illustration, part of speech, own definition, own sentence). | | **-**Word Study:  -Give students examples of multiple meaning words (or let them use the internet/references to look some up).  -Students can use the activity described in the extension using the words “quote” and “text”.  -See #9 in Writing. | | | **-**Use Word Study intervention and as well as illustrating the words, have students act out the different meanings of the words.  -Follow up with ELL teacher ensure that he or she is aware you are covering Standard L 5.4 throughout the entire 20 day unit. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Reading/Writing:** See “Ticket Out the Door” in Closing Strategy  **Word Study:** [Scott Foresman NC Daily Practice Book p. 45](http://www.pearsonsuccessnet.com/iText/products/0-328-27457-7/pdfs/14522/045.pdf) (you will need your teacher access code to register which you can get through [GEMS](https://gems.gcsnc.com/lvcontentitems_18/lvcontentitems_18/dispform.aspx?id=49)) | | | | | |
| **Teacher Reflection:** (Next steps?)  Students need to be prepared for the next step in the Cornell Note – Taking method: taking the notes that they wrote directly from the text and adding their own inferences. Students will also be determining the overall main idea of each section that they read and deciding which quotes from their notes fit the main idea. Finally, students will write a summary of each section and of the whole text. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*